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# **TRABAJO FIN DE MÁSTER**

## **MODALIDAD B**

### **STUDY ON THE USEFULNESS OF AUDIOVISUAL TEXTS IN THE EFL CLASSROOM: ATTENDING DIFFERENTIATION**

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## **1. INTRODUCTION**

The main purpose of this dissertation is to analyse the effectiveness of multimedia materials and subtitling on speaking abilities in the case of differentiation students. However, before starting dealing with the main points I would like to present some reasons why I have chosen this topic. On the one hand, it might be highlighted that it was my **personal motivation** what led me to focus on this topic as I have realised during my Teaching Practice period that in the Spanish educational system little or no practice is given to develop the awareness or to train the communicative approach in the teaching and learning processes of English as a second language. This together with many factors that affect EFL learners oral communication (age, aural and affective) provokes a great insecurity on students when it comes to communicate in English. Thus, what I wanted to show in this paper is an implementation of a new methodology which can be useful not only to avoid this problem of young learners but also to strengthen the speaking skill in order to have a balance among the four skills.

On the other hand, I have always considered the **use of audiovisual resources** in lessons appealing and helpful as it allows us *“to introduce any aspect of real life into the language learning environment, contextualizing the learning process”* (Sherman, 2003: 1). Therefore, I thought it would be an excellent idea to integrate a current approach (communicative) by means of an innovative and engaging way which is the use of authentic video materials, more specifically selected TV series or movies. This can also increase students’ motivation as “it presents realistic slices of life” (Allan, 1988: 48) as well as allow the viewer to observe different forms of behaviour in a variety of situations. Furthermore, I have also deemed to use subtitles as it can be a valuable tool to help the learning acquisition process by providing the key of comprehension as well as to promote and improve oral communication. In fact, according to Talaván (2007) when TV programs and films are not subtitled can create a high level of anxiety in students so the incorporation of these contributes to the creation a feeling of confidence.

Finally, I would like to highlight that this research project mainly focuses on **differentiation students** since I took the advantage of experimenting with a class where differentiation students predominated. I found this experience was challenging as well

as motivating to compare the results within the same class regarding the different kind of students.

Fortunately, as we are in a technological era, using audiovisual texts in the classroom is becoming well-liked among EFL teachers as technological advances for the classroom use have been remarkable. Another outstanding fact is the fusion between computing and audiovisual media in the sense that great emphasis is given to oral and visual perception which will surely provide a meaningful learning (Cabero, 2007). However, according to Mayer (2003), integrating technology into the classroom involves a meaningful and relevant way of using it which implies to have flexible and prepared lessons in order to make this experience worthy. Moreover, one of the main ideas that constitutes the basis of using technology and audiovisual resources refers to Gardner (1999) and the concept of Multiple Intelligences. Thus, by means of using ICTs, different intelligences can be exercised such as the spatial, linguistic, intrapersonal and interpersonal (Talaván, 2013).

Once the main reasons for the choice of the topic this dissertation have been exposed, I would like to refer to its structure. The first section presents a general theoretical framework reflecting the main concepts which take part in this project as well as the principal competences from the Aragonese Curriculum and that I would like to work on with the differentiation students. Moreover, the importance of integrating the ICTs in order to develop these competences will also be regarded. The second section includes a case study and the validity of the theoretical framework discussed in the previous section. The third section makes reference to the analysis of the implemented activities as well as their final results. Finally, this dissertation includes the main concluding remarks.

## **2. LITERATURE REVIEW**

In this section two essential concepts for our study must be introduced: differentiation and audio visual texts. Besides, the principal competences I would like to work on with the differentiation students will be presented.

### **2.1 Differentiation**

To begin with, I would like to say that the term **differentiation** has suffered a constant evolution from the seventies up to now having gone through many diverse terminologies. First of all, it was called ‘Special Education’ which consisted of a parallel system to education separating students among different schools classes according to their necessities. Then, between the eighties and nineties the term evolved to ‘Special Educational Needs’ where all students started being yet integrated in the same classrooms and diversity is now conceived as an ordinary type of education. Finally, this ideology entailed the last term change (‘Differentiation’) based on the inclusion with the main aim of reflecting the reality: every student is different from the others but all have the same rights (Bernal, 2006: 302).

After having made reference to the historical evolution of the term differentiation, it would be interesting to provide a definition of it. Differentiation is defined by Carolan and Guinn (2007) as a modified instruction which is used as one way to reach students’ diverse academic needs and learning styles within the same challenging academic content. Moreover, it should be important to point out that differentiating “*does not mean providing separate, unrelated activities for each student but does mean providing interrelated activities that are based on student needs for the purpose of ensuring that all students come to a similar grasp of a skill or idea*” (Good, 2006:15).

Besides, it could be said that there are four key ideas that lead to the effectiveness of the differentiating instruction. First of all, teachers should **be aware of the differences** regarding students’ needs during their learning processes. This makes reference to the fact that recognising diversity in students as well as knowing their virtues and weaknesses will have a positive and significant impact on achievement as teachers will be able to identify the way students learn. Thus, teachers can design/adapt their lessons to the required needs and let them discover ways of solving problems and become lifelong learners (Hall, 2002). Moreover, teachers should take into account that learning

begins from a **student's point of readiness** as Howard (1994) and Vygotsky (1962) suggest. This happens when learning experiences push the student a bit beyond his or her independence level although we know that it will not be at the same time for all students. Furthermore, in order to know students' point of readiness, teachers should query and prove them and thus, adapt their lessons/tasks to their required needs. Otherwise, learners can feel either frustrated if the task is far ahead of the student's current point of mastery or uninterested if they are dealing with skills already mastered. Moreover, identifying student readiness will help engage students by understanding their place in the learning process. Furthermore, one of the most important points to achieve an effective instruction is to provide a **safe, non-threatening and respectful learning environment**. This idea is supported by Schonert-Reichl (2000), who states that the students' success is in a great part linked to their connection to the school as well as their relationships with peers and teachers which at the same time is lowering the affective filter (Krashen 1987). This method does avoid anxiety situations and allows students to produce when they are ready. So we can deduce it directly connected to the previous idea as students' point of readiness depends on the class atmosphere. Finally, it should be mentioned that according to Marzano (2003) the significance of presenting relevant concepts in a variety of forms and with **visual or aural aids** over verbal, implies a positive effect on differentiated students. This idea means that using a more current teaching style through audiovisual texts should be seen as an aid to understand information as well as to recall it during a long period of time for those students who have problems in grasping or memorizing information. Moreover, by the use of these aids a sense of engagement will be promoted so it will be easier for students to keep concentrated.

In addition to this, I would like to show the contribution to the key competences I will develop with the differentiation students. Firstly, students will be competent in **linguistic communication** as they will take part in different activities which promote oral interaction and production such as revoicing or dubbing as well as the practice of oral discussions. Moreover, this will be seen encouraged by the use of authentic materials as well as situations from the real world which contributes to the development of **knowledge and interaction with the physical world**.

**Personal initiative and autonomy** will be fostered by active participation in class, own thinking and the application of their background knowledge as well as own learning and

procedural strategies. Besides, the **digital competence** will also help to develop students' autonomy by means of using ICTs. Finally, **Cultural and artistic competence** will be developed by making students aware of the different cultural issues through videos and activities.

## 2.2 Audiovisual texts

Regarding audiovisual texts I would like to deal with different aspects. First of all, I will provide a definition in order to present the concept. Then, the main characteristics and features will be covered. Finally, I will make reference to the use and influence of audiovisual texts in teaching and learning processes.

According to Zabalbeascoa (2008: 21) an audiovisual (AV) text “is a communication act involving sounds and images” to which Martinez-Sierra (2008: 29) adds that it is “transmitted through two simultaneous and complementary channels (acoustic and visual) and combines several signifying codes”. Moreover, this type of text is differentiated from traditional texts because it has the following specific features (Talaván, 2013):

- The text is received by **two channels** (visual and acoustic) which help students to gist the information in an easier and effective way. This fact is related to the Cognitive Theory of Multimedia Learning (Mayer, 2003) which explains that individuals possess limited capacity to pay attention to the new information. However, with the use of audiovisual texts they can improve their attention skills since both channels provide extra data and help the student to establish connections between different sources and thus, it reduces cognitive processes.
- It contains very important **non-verbal elements**. This means that facial expressions, gestures or body language play an important role when it comes to follow and understand an audiovisual text because it gives you pieces of information that can be difficult to comprehend.
- A **synchrony between verbal and non-verbal** elements is shown. This reinforces the aid to understand the message as the same piece of information is presented in two ways.
- It is reinforced by a sequence of **images** which provides a positive support for students. This can be explained by means of the Dual Coding Theory (Paivio,

1991) which states that the use of images when the verbal information is exposed provokes a faster remembering.

Furthermore, another interesting point of audiovisual texts is that there are at least ten different audiovisual translation modalities according to several scholars. However, in this dissertation will focus on the classification made by Diaz Cintas (2003) and more specifically, we will pay attention to those which I consider could play a specific and important role in the case study. Thus, according to Diaz Cintas (2003) a brief definition of each concept I would like to work on should be considered.

- **Subtitling** is one of the most widely studied audiovisual translation (AVT) modalities as well as the most interesting in education. It can be generally defined as “the linguistic practice that shows a written text on screen to convey the dialogues or other material” (Díaz Cintas, 2003: 32). Moreover, Gottlieb (1997) distinguishes two main types of subtitles from a linguistic perspective: interlingual and intralingual. The former, also named traditional subtitling (Talaván, 2013), makes reference to the translation from oral discourse in L1 to a written discourse in L2 or vice versa. This combination of language and audio is very useful when it comes to elemental levels due to the fact that not only helps the students to follow the content more easily but it also provides security and confidence. The latter, also known as bimodal (Talaván, 2013) does not imply a change of language so the subtitles are just to transcribe the oral discourse by means of a written text. They have been used for many years as they improve oral and written comprehension and provide lexical development and speed in reading.
- **Dubbing or revoicing** does not involve translation, it means replacing the actor/actress voice and dialogue by the students’ performance assuring that the lip movements are synchronized with the text they are pronouncing. Moreover, this reproduction of the original message is recorded in order to make students be able to revise and comment on it as well as learning from their mistakes.
- **Voice-over**, usually resorted in documentaries and interviews is defined by Díaz Cintas and Orero (2005: 473) as “a technique in which a voice offering a translation in a given target language (TL) is heard simultaneously on top of the source language (SL) voice”. In order to do so, the volume is lowered so that can still be heard in the background while reading the translation.



### **3. HYPOTHESIS**

The main aim of this research project is to analyse the impact of subtitling and audiovisual materials on the improvement of oral skills and the promotion of oral participation among differentiation students.

### **4. METHODOLOGY**

#### **4.1 Case study**

This case study, which lasted four lessons which were enough to find out whether the previous hypothesis could work effectively among differentiation students, demanded some previous steps. First of all, an initial test was developed specifically for this study which consisted of asking students about their previous knowledge on speaking production in an oral interview of about one minute. As the results were not the expected, then, a questionnaire had to be added which regarded some vocabulary words related to the topic we were going to deal with. This test was complemented with a second questionnaire designed for the last session of the practice whose main aim was to observe whether there was an improvement regarding vocabulary in comparison with the results from the first vocabulary questionnaire.

Regarding the activities that took place between the two vocabulary questionnaires, I should indicate that in order to carry them out I have used subtitled audiovisual texts and more specifically intralingual subtitling to find out whether it served as a real help when it came to understand the information. The activities were designed mainly to develop and improve oral skills and, they were focused on communication through dubbing or revoicing. So, in order to carry those out I divided the class in two homogeneous halves with 12 students in each group.

#### **4.2 Participants**

The main study was done in a charter and private school where all stages are offered, from primary school and secondary school to *Bachillerato*. As a distinctive feature, since the academic year 2013-2014, the centre is bilingual and it has been authorized with a *CurrículumImpartido en Lengua Extranjera 2* (CILE 2, of English), as it regulates the *Programa Integral de Bilingüismo en LenguasExtranjeras en Aragón* (PIBLEA).

Regarding to the socio-economic and cultural context, on the one hand there is a high number of families with an outstanding cultural and wealthy level. But on the other hand, there are more families with a middle class socio-cultural level. Furthermore, there is a minor but significant percentage of families with a low socio-economic and cultural level.

Moreover, the students, who were in 2<sup>nd</sup> year of ESO from group A, had a quite low level of English. Besides, they were very hard working but passive students as they did not like to participate much during the lessons. I chose students from just one group as I wanted to focus on this specific one in which the majority of them were classified as differentiated, although there were all kinds of students from the highest to the lowest levels. Besides, it must be noted that this school has its own way of classifying students according to their levels (*Mínimos, Fundamental and Ampliación*).

### **4.3 Materials**

On the one hand, some tests have been designed in order to measure different notions such as students' knowledge of vocabulary (see appendices 1 and 2) or their level of motivation (see appendix 4) which have been as such in order to be able to anticipate problems as well as providing a reasonable way of presenting conclusions. Moreover, in order to assess and evaluate speaking skills and subskills I have designed two rubrics regarding pronunciation and conversation (see appendices 5 and 6).

On the other hand, I would like to comment on the audiovisual material selected, as I think they are very useful resources not only when regarding teaching but also regarding evaluation and assessment. The clips used belong to the TV series *Friends* (1994-2002). This series has been mainly chosen because it provides a very important element when teaching a language: humour. Moreover, as they are authentic video clips, it allows introducing any aspect of real life into the language learning process (Sherman, 2003: 1), in this case American culture and food habits. Moreover, the clip length is not more than two minutes; otherwise students would tend to reduce their attention as well as there is a lack of motivation (Cornaire, 1998). Finally, the clips are taken from different seasons but all of them are related to the same topic: American culture, food and eating habits, as I thought it would be appropriate since they are dealing with this topic at school.

## **5. DESIGNED ACTIVITIES**

Before starting making reference to the activities, I would like to highlight that I have linked each lesson with the basic elements of audiovisual texts (audio, visual and text) in order to be able to analyse their importance when it comes to draw some conclusions. Thus, in the first one I would concentrate on the importance of audiovisual texts regarding vocabulary, the second lesson focuses on visual aids and the third one pays more attention to the importance of aural comprehension and suprasegmental features. Furthermore, it would be relevant to note that last lesson has the main aim for students to put into practice what they have learnt. Although it was planned to begin with some communicative activities as I stated in the previous section, I realised that some activities with vocabulary purposes were needed since it constitutes an essential part to improve and enhance oral communication in order to have successful results. Thus, both kinds of activities will be also shown in this part.

Regarding **vocabulary** activities, they were practiced during the first and they were characterized by the use of the three P's model (Presentation, Practice, Production) since I consider it a very useful way to teach vocabulary. Moreover, it should be important to remark the relevant role of intralingual subtitles played in vocabulary learning.

Lesson 1.How much can you learn with subtitles? (See appendix 3)

### Preview activity

First of all, I start the class with a pre task describing the students' favourite meal in pairs or proposing a new recipe for the school canteen. With such activity, students can remember all the related vocabulary they already know. Then, students are given a photocopy containing a list of vocabulary items in English that have to be translated into Spanish before the viewing in order to test their previous knowledge.

The main objectives of this activity are the followings:

- To activate previous knowledge regarding the vocabulary they have dealt with in the previous unit.
- To check students' knowledge of words related to the topic and appearing in the clip.

### Main activity

Students are intrigued with the viewing of a clip related to the topic that has been discussed: food and meals by asking if they know the TV series *Friends*. This time the clip is going to be shown without subtitles in order to make students listen for the general gist. After the clip is viewed for the first time, they will have to comment on the content with the other member of the pair and with the whole class. Then, we will remember some words or expressions related to food they have heard. Moreover, as they say the words I write them down on the board in order to students notice their spelling and pronunciation. Students are told to pay attention to the second viewing of the clip, this time with subtitles in order to write on their notebooks as many words related to food as they could. After the second viewing with subtitles in English, we completed the blackboard list.

The main objectives of this task are to:

- Listen for the main gist.
- Listen for specific information.
- Guess the meanings of some words with the help of subtitles.
- Be able to take notes.

### Post-viewing activity

Finally, they are asked to complete another test individually in order to check whether they learnt the meaning of some words with the help of subtitles or not. Then, they will have to perform a situation in a shopping centre using as many words related to food as they can.

With this activity the main objectives to aim were to:

- Put into practice what they have learnt during this lesson through a speaking activity.
- Make them aware of their learning process.

For homework they will have to ask their parents the main ingredients of their favourite desserts and bring them to class the following day.

As regards **communication activities**, I should say that they were practiced during three lessons after having ensured students have enough linguistic knowledge to express themselves. Moreover, some of these activities were oriented to Task Based Language Teaching (TBLT) whose main features are: focusing on meaning, showing reasoning, informational or opinion gap, the tasks do not have a linguistic outcome and students should use the linguistic resources to complete the tasks (Ellis, 2003). I should also comment on the different ways I reproduce the video in order to lead to communication throughout the several lessons: sound off/vision on, sound on/vision off, sound and vision on and split viewing (Talaván, 2013).

## **Lesson 2.Are you a good cook?** (See appendix 3)

### Pre-viewing activity

Students are asked if they like cooking and if they usually help their parents do it. Then they are told we are going to deal with desserts and thus, they are asked to tell the rest of the class what the main ingredients of their favourite desserts are and why they have chosen it. Afterwards, they are showed a photo of a “trifle” and they have to comment on which ingredients are and if they would like to try it. The information is then revealed.

The main objectives of this activity are:

- To introduce the topic.
- To lower the affective filter.
- To be able to express and justify likes and dislikes.

### Main activity

They are set in pairs facing each other. One member of the pair is facing the screen (watching) while the second member is placed with the screen behind (listening). They are explained that the video is divided into two different parts and each part is going to be played three times. Thus, the student who is only listening has to explain what she/he has understood and how s/he imagines the scene (guessing activity). S/he can draw and take notes. Then, they discuss. Afterwards, viewing students change roles and do the same for the second part. Once having experiment the split viewing, the

whole class watches the entire clip and they are asked to take notes of the ingredients the trifle contains.

The main goals to achieve are:

- To be able to listen for general and specific information.
- To be able to infer the settings and context oral texts.
- To be able to develop guessing and predicting skills.
- To be able to practice note-taking in order to check understanding of specific information from a spoken text/video.

#### Post-viewing activity

There is a general discussion about the funniest parts of the video. Next, each student is given the transcript of the video in order to help them understand the whole story. Finally, students are set in homogeneous groups of three to create a dessert as well as writing the recipe. The most creative one would be made in class except for the oven part which will be suggested to the school cook. Finally, the whole class will be able to try it in the break time. At the end of the lesson students are given a questionnaire about their impressions about the visual aids.

The main purpose of this activity is to make students be able to:

- Be aware of their learning processes.
- Use their previous knowledge.

### **Lesson 3. Avoid sounding like a robot** (See appendix 3)

#### Pre-viewing activities

Students are asked to comment on the main features of “Thanksgiving” tradition in the USA (food, company, what they do...). Then, the activities are introduced by explaining to the students that they are going to work on some particular aspects like *attitude*, *intonation* and *body language* to express and interpret mood and that these will be practiced in several activities that have been designed.

**Activity 1:** Divide students into two groups and assign each student a different card containing a role that they will have to play (i.e. a boss, a close friend or a 6-month-old baby). Ask students to form two concentric circles (inner and outer). Tell students of the outer circle to go round the inner one while a musical video is playing until the music stops. Now tell students to show their cards to the person they have in front of them in the inner/outer circle and ask them to greet them the way they would do if they encountered that person in real life by a simple *hello!* (i.e. if student A faces student B who results to be playing the role of a king, s/he is supposed to make a reverence and use a formal register). Ask them to support their message with body language when possible.

Ask them to exchange their cards and resume the music video. Repeat the process 4-5 times more to let each student interpret as many different roles as possible.

**Activity 2:** Make groups of 4-5 and hand two piles of cards (red and blue) to each of the groups. One of the students in each group will draw a card from the blue pile and try to interpret a message with a given mood while the rest of the group will draw a card from the red pile containing the possible answers and try to infer which of the possible moods has been interpreted. Ask students to repeat this process until there are no more cards left so that a whole story (written step by step in the blue cards) has been interpreted.

Make them aware of the importance gestures, body language and intonation have in a conversation.

With these activities I have wanted them to be able to:

- Realise the importance of intonation
- Pronounce properly the words we have dealt with

### Main activity

Students are told that they are going to watch a video three times in the following way: sound-off/vision-on and they are going to work in pairs. Then, they are explained that they will have to guess what happens in the clip just with the images, it will be also highlighted that they should pay attention to the body language in order to get clues. They can take notes in order to use them in a following up discussion. Once

having watched and set the main ideas of the clip, they will have to make an agreement on what is happening.

The main objectives of this activity are:

- To be able to obtain the gist in a spoken text.
- To be able to listen for specific details in the spoken text.
- To be able to anticipate questions related to different situations.
- To be able to interact by giving opinions, agreeing or disagreeing, turn-taking, describing something or justifying an opinion.

#### Post-viewing activity

After watching the video again with sound, vision and subtitles, students (again in pairs) will have to choose the first to speak in order to perform a voicing activity. During the this activity, the video will be played without sound in order to hear the students' voices as two students will have to read aloud the subtitles while performing the role of the assigned character. They will be evaluated (without knowing) regarding intonation, pronunciation and body language. Finally ask students to decide and assess the best interpretation. The best in performing will win an Oscar.

The main objectives of this activity are:

- To be able to use intonation in a proper way to express feelings.
- To make them aware of their improvements.

As voluntary homework they are asked to record themselves in groups of three. The clip has to be no longer than 2 minutes and it had to be related to food. They were presented a list of topics to choose.

#### **Lesson 4. Celebration of learning** (see appendix 3)

At the end of the project, I devoted a period of one class to a celebration of learning where final videos were shown and students spent time discussing this project. Moreover, voluntary students could have the chance to assess their mates. The main reason why I have chosen this activity as part of my lesson is because I think video recordings can be used as a powerful tool for analyzing students' pronunciation errors and as a useful way of providing constructive feedback.



With this lesson I want to reach the following objectives:

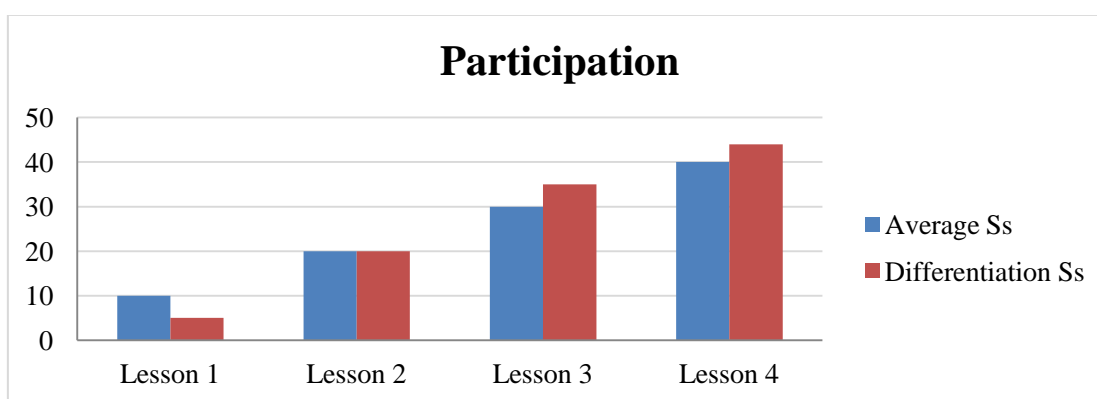
- To evaluate their pronunciation skills regarding the clip.
- To make students become part of the assessment by evaluating their classmates.
- To provide a free and relax atmosphere in class that lets express themselves in a more realistic environment.

## **6. DATA ANALYSIS AND RESULTS**

In this section, I present the findings I have obtained based on the students' perceptions by means of interviews, the field notes taken and the results from the post-video questionnaires as well as the teacher observation comments. In addition to this, the tests and assessment made through rubrics (see appendix 5 and 6) gave me an idea of the students' performance regarding oral skills.

With regard to **participation**, our experience reveals that the use of audiovisual materials has promoted oral interaction among all students as well as with the teacher. Moreover, the use of these audiovisual resources has served as a way of providing opportunities for effective communication and thus, has been reflected by the increase of motivation as well as active participation. Besides, the affective filter has been lowered due to the type of activities and video materials which led to communication and thus, students seemed to participate more actively and without anxiety. In addition, the support with visual elements has caused a feeling of confidence which has been a very important component to enhance participation mainly to differentiation students.

Furthermore, as it can be appreciated in Graph 1, a discernible rise has been noticed as regards differentiation students. At the beginning they did not take part in almost any activity but they ended up participating more times than the average as they felt prompted and fulfilled with the work done. Related to this, the most important change observed in differentiation students was during the transition between lesson 2 and 3 since they became aware of the improvement they made as they could express themselves explaining what they thought and using their creativity to work with other students.



Graph 1. Participation

Linked to participation, the findings of the study suggest that using audiovisuals as a teaching method stimulates thinking and improves the learning environment in class and they really contribute to the increase of **motivation**. Furthermore, our experience reveals that the use of the video in an active way has helped to substitute monotonous learning environment and thus, it has also enhanced motivation as it is seemed as a different and innovative lesson. Moreover, the fact of having introduced different ways of reproducing the video has propelled them as they have become aware of the importance of many unknown but relevant aspects within the English language.

Besides, students have shown in their questionnaires that they found audiovisual sessions useful and relevant since it had some direct relation to the course content so that they have found advantageous to use and widen the vocabulary learnt with their teacher. In addition to this, their motivation increased as they found the learning process more interesting and effective as the lessons were very interactive due to the type of exercises which led to participation.

Furthermore, as Graph 2 shows equal motivation in the whole group at the end of last lesson. However, it is noticeable the change in attitude regarding differentiation students since they had no motivation when I started giving lessons as they were used to work on something different and they did not take neither active participation nor motivation. In addition, average students also became motivated as the tasks were recognized as meaningful and some of them useful for real purposes.



Graph 2. Motivation

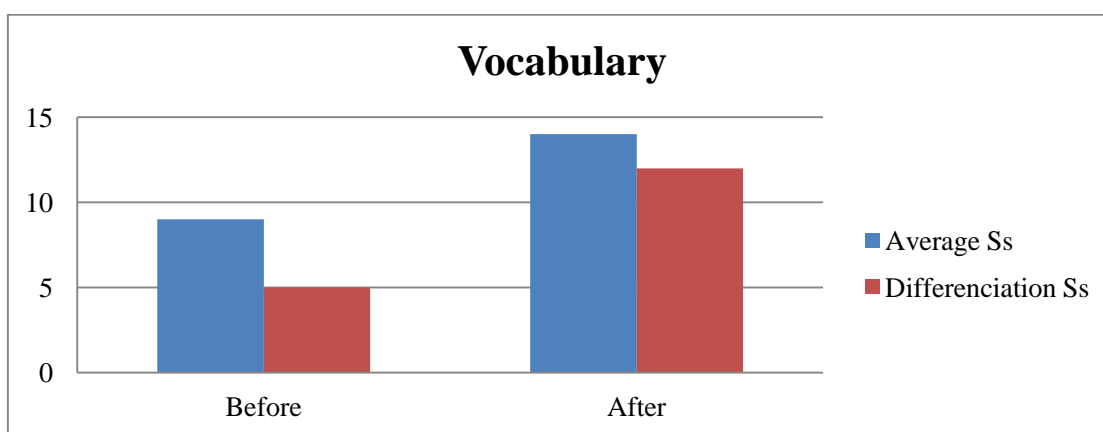
Concerning **vocabulary**, the data collected from post-video questionnaires reveals that the vocabulary presentation before the clips supported and facilitated

students' comprehension. Moreover, students felt more comfortable when communicating after having new words to use when doing the speaking activities.

The fact that students had the chance of learning vocabulary with the help of images and texts has a very positive effect among differentiation students as it will encourage a better understanding and acquisition of new vocabulary. Moreover, new and old lexical items will be stored in students' minds more easily by giving this motivating and comprehensive atmosphere provided by audio-visual environment. This idea is supported by Canning-Wilson (2000) who suggests that images contextualized in video or on its own can help to reinforce language learning, provided the learner can see immediate meaning in terms of vocabulary recognition.

The subtitles also played an important role mainly to average students when learning lexical words in the sense that as they could relate the spelling to the pronunciation it resulted easier for them to memorise the words. Besides, subtitles can also make average students be aware of new or unfamiliar words that might otherwise be lost without the help of subtitles.

The following graph (Graph 3) shows the number of acquired words that students have learnt after viewing the clip with image, sound and subtitles. Thus, as it is presented we can appreciate how beneficial the use of audiovisual elements has resulted to both, average and differentiation students. However, it should be explained that the difference in the amount of lexical words between average and differentiation students at the end of the lesson is considerably high because it is related to students' previous knowledge that allows them to establish connections easily and thus, their learning processes are accelerated.

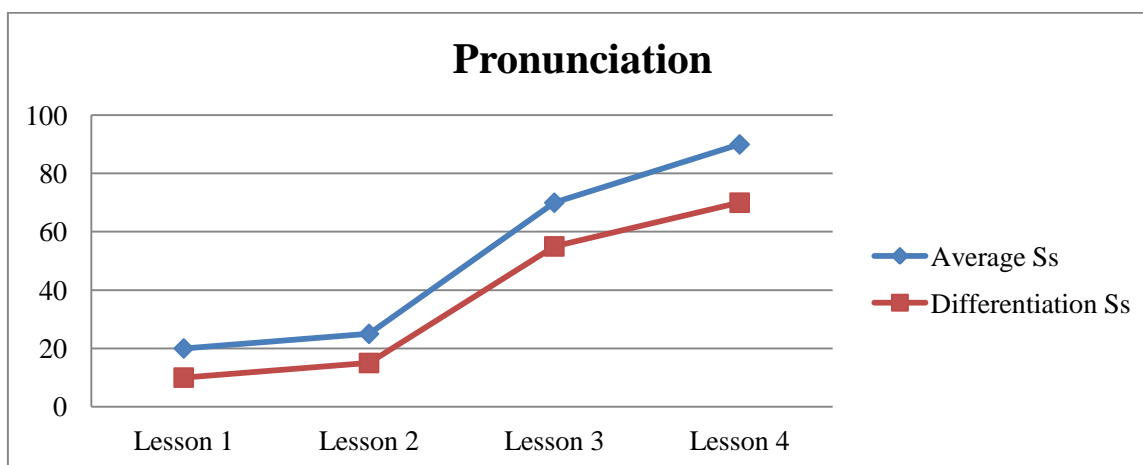


Graph 3. Vocabulary

With regard **pronunciation**, it should be highlighted the importance of this factor because the participants did not seem to have had many opportunities to be taught pronunciation in prior experiences according to the data obtained from the interviews. However, listening and watching videos during the three first lessons has provided an opportunity for students to listen to accurate pronunciation of words and sentences as they are spoken by the native English speakers.

Moreover, the role plays and the video production have been very helpful tools in improving pronunciation as a great opportunity has been provided them with practice speaking subskills in an enjoyable, challenging and relatively, low anxiety atmosphere of group work, as well as having the chance of learning from other classmates and reflecting on their personal achievements.

As regards the following graph (Graph 4), we can say that there has been an exponential improvement in pronunciation during the four lessons regarding both average and differentiation students due to the constant feedback they were given. However, a little improvement took place in the transition from the first to the second lesson as the prime was focused on developing linguistic skills which did not contribute to their pronunciation.



Graph 4. Pronunciation

## **7. EVALUATION AND FUTURE PROPOSALS**

In order to conclude, the findings of the present study reveal that integrating audiovisual resources with the prescribed course content has a positive impact on the teaching-learning process in EFL classroom. As has been shown in the questionnaires, students find these resources useful and more effective in understanding the general gist of the clips as well as difficult concepts appeared within them. Besides, with this study I have also wanted to demonstrate that differentiated instruction can be imparted in inclusive classrooms with a wide range of abilities, from gifted students to those who have disabilities (Lawrence-Brown, 2004)

Furthermore, it has to be pointed out the fact that students had no previous experience regarding the use of these kinds of resources so I knew it was my responsibility not to lead to monotony and boredom lessons. According to the questionnaires and teacher observations, during the four lessons students have reinforced their knowledge and learning as far as lexical elements is concerned due to the constant search of synonyms. Moreover, having presented three channels, that is visual, oral and written, has provided the opportunity of establishing connections among words, images and sounds which has subsequently led to memorise some concepts easily.

Besides, practical and real activities together with tangible results have enhanced and promoted communication. The use of audiovisual materials has also increased their motivation to improve pronunciation and presentation skills. Thus, as the results have shown differentiated instruction was as successful as the average instruction regarding vocabulary and oral interaction and production. However, it can be appreciated that differentiation students found more helpful the use of visual aids whereas the average students showed more favourable results with the use of the subtitles when it came to guess the meaning of the words in the first lesson. The reason for that can be their previous knowledge as they could use their background knowledge to infer the meaning by relating concepts.

Regarding differentiation students we appreciated a great improvement in fluency and performance due to the useful help by visual elements and sounds as they imitated gestures and intonation. However, average students showed a noticeable progression regarding pronunciation although after several attempts the majority of the

students improved some parts of their pronunciation problems through interaction with their peers and feedback from their teachers. However, the most grateful point of this dissertation is the fact that apart from observing an advance regarding the whole group, differentiation students have been actively involved in all activities. It is also outstanding that from their second lesson on they have enhanced their motivation and therefore they have improved their results.

One of the obstacles found to foster oral communication was the lack of vocabulary so I had to dedicate one entire lesson to the enhancement of vocabulary even though the initial plan was concentrating only on oral communication activities, having to modify the initial plan. So I should have previewed this lack of vocabulary before starting implementing these activities.

Another problem I found at the beginning of the lessons was related to the diverse levels in the same group. A consequence of this was that I had to adapt some of the activities to their levels as well as lengthening or shortening other ones in order to make students do the same tasks and have the time to comment on them. Although at the beginning it was considered a problem, after the lessons it was very grateful as I was able to fulfil students' needs: adapting individualised goals for differentiation students while offering an enriched activities to the gifted.

As far as future proposals are concerned, I would suggest two ideas I consider useful to improve the results, after observing two pitfalls in the implementation. First of all, I would pay more attention to the use of subtitles, since I think differentiation students have not had enough time to get used to them as only one lesson was focused on its use. Creating an activity consisting on reading aloud the subtitles after having listened to the correct pronunciation would have provided an improvement of pronunciation as well as side effect since they would have improved reading skills. And finally, I would propose another activity consisting of subtitling a small clip which can be useful to make them aware of some expressions to use when communicating, which would also have improved the students' spelling and writing skills.

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## **8. APPENDICES**

### **APPENDIX 1. Previous vocabulary test.**

1. Can you identify these pictures? What are they?



2. Complete the Scattergories chart with the given letter. Words can start or contain those letters.

Letter	Food	Drinks
M		
P		
J		

3. Describe a situation in a supermarket. It can be real or fiction.

## APPENDIX 2. Post vocabulary test

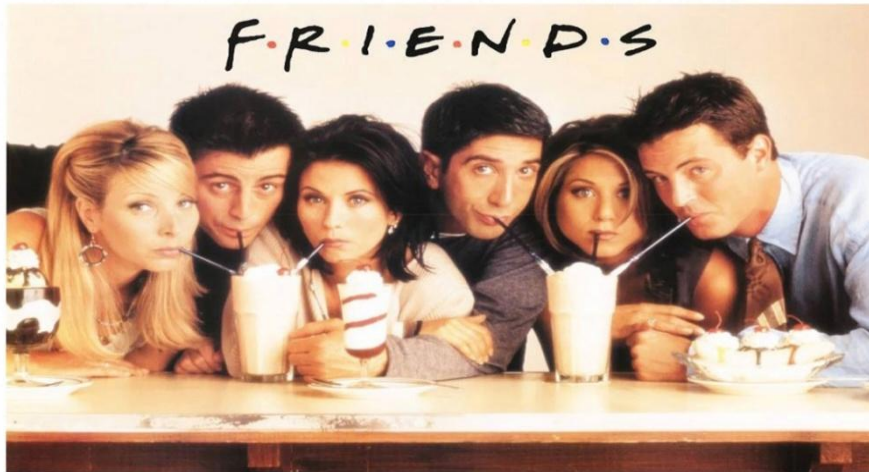
1. Can you describe what a turkey is? And a trifle?
2. Did you improve? Check!

Words	Meaning
Turkey	
Jam	
Trifle	
Meal	
To help	
Challenge	
Chicken	
Change	
Pants	
Layer	
Proud of	
Pie	
Pregnant	
Custard	
Cream	

3. Describe people's mood in the video without sound and why they feel that way. Explain very briefly (1-2 lines).
4. Write up to 9 words that you have learnt during these four lessons. Once you have completed the chart, we can play BINGO.


## APPENDIX 3. Activities

### Lesson 1. How much can you learn with subtitles?



*Season 4, Episode 16.*

#### **Exercise 1. Do you know the meanings of these words?**

Write the meanings you know in Spanish.

Words	Before Viewing	After Viewing
Turkey		
Entire		
Sitting/sit		
Human Body		
To help		
Challenge		
Chicken		
Change		
Pants		
Maternity Pants		
Proud		
Pie		
Some		
Sliver		
Real piece		
To be afraid		

### **Exercise 2. Did you get words related to food?**

Write as many words related to food as you hear or understand.

### **Exercise 3. Role Play**

You have to perform a common situation in a supermarket with somebody else and you should use as many words learnt as you can. Be creative! (groups 2-3 people).

**Homework.** Ask your parents or use the Internet to know the main ingredients of your favourite dessert recipe and write them in this example or in another one designed by yourselves.

### **Lesson 2. Are you a good cook?**

#### **Exercise 1. Discuss**



- 1.How is this dessert called?
- 2.What are the main ingredients?

#### **Exercise 2. How much can you understand with or without images?**

You can take notes because it will be easier for you to explain later on.

### Exercise 3. Creating a recipe

Write a recipe with your group (3 people) and try to make the most appetizing dessert. You can include pictures and explanations that can be useful in your presentations.



### Lesson 3. Avoid sounding like a robot

#### Exercise 1. What do you understand by Thanksgiving?



#### Exercise 2. Saying Hello

You have to say 'hello' to each person you meet. Don't forget to say it with the appropriate intonation.

#### Exercise3. Are you in a good mood?

You are set in groups of 4. One of the students in each group will pick a card from the blue pile and try to interpret a message with a given mood while the rest of the group

have to guess the mood. You are given possible answers written on the pink pieces of papers.

#### **Exercise 4. Guessing**

You are going to watch the clip without sounds and in groups of three you will have to write two lines explaining what you think is happening. Then, you will have to make an agreement with another group.

#### **Exercise 5. Dubbing activity**

In pairs you have to revoice and perform the characters dialogue. The rest of the class will choose a winner.

#### **Lesson 4. Celebration of learning**

**Assessing checklist: How much has your classmate improved?**

<b>Name:</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Vocabulary</b>				
<b>Pronunciation</b>				
<b>Participation</b>				
<b>Comments:</b>				



## **APPENDIX 4. Motivation Questionnaire**

The main purpose of this survey is to know how useful and motivating audiovisual materials have been to you. Moreover I would be very grateful if you were as sincere as possible. Moreover, I would like you to answer making reference to this year 2013-2014. Thank you very much!

### **1. Have you ever used video materials in class?**

- ☐ Yes, a lot of times
- ☐ Never
- ☐ Few times

### **2. Lessons with audiovisuals are more interesting than ordinary lessons**

1   2   3   4   5   6

---

Not really ☐ ☐ ☐ ☐ ☐ ☐ Much more

### **3. How useful was the use of audiovisuals for you?**

1   2   3   4   5   6

---

Not very helpful ☐ ☐ ☐ ☐ ☐ ☐ Very helpful

### **4. These lessons helped me to develop...**

You can tick more than one answer

- ☐ Speaking skills
- ☐ Listening skills
- ☐ Writing skills
- ☐ Reading skills

### **5. What is the most useful channel to receive information?**

- ☐ Aural
- ☐ Visual
- ☐ A combination of the two

### **6. Has this kind of lessons helped you to be more relaxed when speaking?**

1   2   3   4   5   6

---

Not at all ☐ ☐ ☐ ☐ ☐ ☐ Absolutely

---

**7. Have you noticed any improvement when speaking English?**

After these four lessons

1    2    3    4    5    6

---

None ☐ ☐ ☐ ☐ ☐ ☐ A lot

---

**8. I have (not) participated more during these four lessons because...**

**9. Have you felt motivated when doing exercises with audiovisuals? Give a brief explanation.**

**10. Why would (not) you keep using audiovisual materials in English lessons?**  
Write at least two reasons.

## **APPENDIX 5. Conversation rubric**

	<b>Poor</b>	<b>Basic</b>	<b>Good</b>	<b>Excellent</b>
<b>Comprehension</b>	The student is not able to understand general information in the target language.	The student is able to understand only some pieces of information.	The student is able to understand dialogues in English at a slow rate of speed.	The student is perfectly able to understand dialogues in English at a normal rate o speed.
<b>Pronunciation</b>	The student is not able to pronounce the basic sounds in English and makes relevant mistakes that lead to misunderstanding.	The student is able to pronounce basic sounds when speaking English.	The student is able to pronounce most of words without making relevant mistakes. S/he can be easily understood	The student is able to pronounce almost every word. Perfect understanding.
<b>Vocabulary</b>	The student is not able to use the vocabulary learnt in a proper way.	The student is able to use the basic vocabulary to be understood in a conversation.	The student is able to use the adequate vocabulary in a conversation.	The student is able to use perfectly the vocabulary learnt and s/he uses a wide range of it.
<b>Fluency</b>	The student is not able to speak without a constant hesitation.	The student is able to speak slowly but with a minimum of fluency.	The student is able to speak in an almost normal rate of speed without making so many errors.	The student is able to speak in a normal rate of speed and s/he uses self correction.
<b>Initiation</b>	The student is not able to neither initiate a conversation nor ask questions.	The student is sometimes able to initiate a conversation but hesitant.	The student is able to usually initiate a conversation and use questions to maintain it.	The student easily initiates a conversation.
<b>Intonation</b>	The student is not able to imitate or produce natural English intonation.	The student is able to imitate/produce some basic intonation patterns.	The student starts sounding natural but with some mistakes (do not avoid understanding).	The student is able to sound natural with any intonation pattern.

## **APPENDIX 6. Pronunciation rubric**

	<b>Incorrect</b>	<b>Basic</b>	<b>Correct</b>	<b>Excellent</b>
<b>Vowel sounds</b>	The student is not able to pronounce several vowel sounds in a proper way.	The student is able to pronounce some basic vowels but some sounds need to be focused on.	The student is able to pronounce the majority of vowel sounds quite naturally.	The student is able to pronounce vowel sounds perfectly including exceptions.
<b>Consonant sounds</b>	The student is not able to pronounce consonants naturally. S/he tends to pronounce Spanish like sounds.	The student is able to use some easy consonant sound.	The student is able to pronounce the majority of consonant sounds quite naturally.	The student is able to pronounce consonant sounds in a very natural way.
<b>Linking</b>	The student is not able to link any word when speaking.	The student is able to make his/her speech more connected.	The student is generally able to link words in a quite natural way.	The student is able to link words naturally in all the right places.
<b>Word stress</b>	The student is not able to stress most of words correctly as s/he tends to put the stress in the same place as in a Spanish word.	The student is able to place the stress in some correct places.	The student is most of the times able to put the stress in the correct syllable.	The student is able to pronounce and place the stressed syllable perfectly.

## **APPENDIX 7. Transcripts**

**The one with the fake party. Season 4, Episode 16. (Lesson 1).**

**Phoebe:** I-I can't find anything that I want to eat! Everything I eat makes me nauseous! I'm telling you, being pregnant is no piece of cake, ooh! Cake! No.

**Monica:** Aww, honey I'm sorry.

**Phoebe:** God! Ooh! What is that smell? It's coming from the bathroom. Ooh!

**Chandler:** Wow! Pregnancy does give you some weird cravings.

**Joey:** Yeah?

**Phoebe:** It's me. It's Phoebe. Listen there's something in here I want to eat, what-what smells so good?

**Joey:** Is it the shampoo? It's guava.

**Phoebe:** No!

**Joey:** Oh! Wait-wait! Is it my bologna sandwich?

**Phoebe:** Yes. Yes. Yes. I can't believe it! The baby wants bologna! Maybe he wants me to eat meat? I can't eat meat!

**Joey:** Oh, wait-wait! Maybe it's a pickle?!

**Ross:** Hello! Hello!

**Phoebe:** Yes! I know! I know! Yeah! So the baby is totally craving meat. This afternoon I tried tricking it, I made it a soy-burger to make it think it was getting meat, y'know? And I got nauseous.

**Chandler:** Maybe that's because soy-burgers are not good!

**Phoebe:** Being pregnant is tough on your tummy.

**Joey:** Hey, but at least you got that cool, pregnant lady glow.

**Phoebe:** That's sweat. You throw up all morning, you'll have that glow too.

**Joey:** Feel better now?

**Phoebe:** Yeah, but at what cost? Six more months, three meals a day, I'm gonna eat like, you know millions of cows.

**Joey:** Hey, what if I said, I could even things out for you, meatwise.

**Phoebe:** What?

**Joey:** Well, I eat a lot of meat right?

**Phoebe:** Yeah.

**Joey:** Well, suppose until the baby's born I laid off it. No extra animals would die, you-you'd just be eating my animals.

**Phoebe:** Joey, I can't believe you would do that for me.

**Joey:** Absolutely! I could be a vegetarian. There's no meat in beer, right?

**Rachel's Trifle. Season 6, Episode 9. (Lesson 2).**

**Rachel:** (looking at her trifle) Look at it, isn't it beautiful?

**Ross:** Yeah, yeah, what is it?

**Rachel:** It's a trifle. It's got all of these layers. First there's a layer of ladyfingers, then a layer of jam, then custard, which I made from scratch, [Joey and Ross make impressed faces] then raspberries, more ladyfingers, then beef sauteed with peas and onions, [Joey and Ross look like something's wrong.] then a little more custard, and then bananas, and then I just put some whipped cream on top!

[Joey and Ross make confused faces.]

**Ross:** W-What was the one right before bananas?

**Rachel:** The beef? Yeah, that was weird to me, too. But then, y’know, I thought “well, there’s mincemeat pie,” I mean that’s an English dessert, these people just put very strange things in their food, y’know. [To Joey] Oh! by the way, can I borrow some Rum from your place?

**Joey:** Y-sure!

**Rachel:** (teasingly) And while I’m gone don’t you boys sneak a taste.

**Joey and Ross:** (faking dissapointment) Okay.

[Rachel leaves]

**Ross:** Beef in a dessert?! I- no no no, there is no way!

[Ross goes to look in the magazine Rachel got her recipe from.]

**Joey:** I know, and only one layer of jam?! What is up with that?

[Ross looks up as if saying that Joey was weird. He begins flipping through the pages, only to find that they are sticky. So one page is overlapping another, making two recipes look like one.]

**Ross:** Oh my God, the pages are stuck together!

**Joey:** (turning to Chandler in a scolding tone) Chandler!

**Ross:** Oh My God, she-she made half a English Trifle, and half a...Sheperd’s Pie!

**Joey:** (sad) Oh man! Now she’s gonna start all over! We’re never gonna get to introduce the hot girls to the new world!

**Ross:** No, no, we will. We just won’t tell her she messed up.

**Joey:** Just let her serve the beef-custard thing?

**Ross:** Yeah, it’ll be like a funny Thanksgiving story!

**Joey:** (shrugging his shoulders to go along with it) Vomiting stories are funny... [Ross and Rachel re-enter.]

**Joey:** Rachel, there you are! Come on, let's serve that dessert already!

**Rachel:** Joey, you're gonna have to stop rushing me, you know what? You don't get any dessert.

**Joey:** (happily) Really?

**Rachel:** No, I'm just kidding I would never do that to you! Okay, everybody, it's trifle time!

**Phoebe:** So, now, Rach, this is a traditional English trifle, isn't it?

**Rachel:** It sure is.

**Phoebe:** Wow. So then did you make it with beef or Eggplant?

**Rachel:** Beef.

**Phoebe:** I can't have any. You know I don't eat meat. (Faking disappointment.) Ohhh no.

[Phoebe gets up and goes into Rachel's old room, a smile on her face.]

**Rachel:** Alright, Monica, I want you to have the first taste.

**Monica:** Really?

[Rachel hands Monica a plate. Monica takes a spoonful of the whipped cream portion.]

**Rachel:** Oh oh oh, wait! You only got whipped cream in there! Ya gotta take a bite with all the layers!

**Monica:** Okay.

[Monica takes a bigger spoonful and a pea falls off]



**Rachel:** Op! Wait, you dropped a pea.

[Monica puts the pea on top of the spoonful and takes a bite.]

**Rachel:** Well?

**Monica:** (faking joy. Rubbing her stomach and smiling at the same time, like Joey said)  
Mmmm! It's good!

**Rachel:** Really? How good?

**Monica:** It's so good, that I feel really selfish about being the only one who's eating it, that I think we should have everyone taste how good it is, especially Ross.

[Ross glares at Monica.]

[Everyone takes a bite of their trifle.]

**All:** (faking enjoyment) Mmm.

**Chandler:** (clearly lying and hating the dessert) Yeah, this is so good, that I'm gonna go enjoy it on the balcony so that I can enjoy the view whilst I enjoy my dessert.

[Chandler exits to the balcony.]

**Mrs. Geller:** (lying) I've gotta call my friend Mary and tell her how good this is, from Monica's room.

**Mr. Geller:** (also lying) I'll help you dial.

[Jack and Judy exit to Monica's room.]

**Monica:** (again, lying) I'm gonna go into the bathroom so I can look at it in the mirror, as I eat it.

[Monica exits to the bathroom.]

**Rachel:** Okay, now what was that all about? Is it-does it not taste good? Let me try it.

[Rachel reaches for Ross's plate]

**Ross:** Wha? No no! Ah! (Ross scarfs all of his trifle down in about a second. He looks like he's going to throw up.) (Lying) All gone! So good! Maybe Chandler has some left.

[Rachel leaves to the balcony.]

**Ross:** It tastes like feet!

**Joey:** I like it.

**Ross:** Are you kidding?

**Joey:** What's not to like? Custard? Good. Jam? Good. Meat? Gooooood.

**The one with the rumour. Season 8, Episode 9. (Lesson 3).**

**Monica:** All right okay, just so you know, I'm not gonna make a turkey this year.

**Joey:** What?!

**Monica:** Well Phoebe doesn't eat turkey...

**Joey:** Phoebe!

**Phoebe:** Turkey's are beautiful, intelligent animals!

**Joey:** No they're not! They're ugly and stupid and delicious!

**Monica:** All right! Okay, it's just Phoebe. Will's still on a diet, Chandler doesn't eat Thanksgiving food, and Rachel's having her aversion to poultry.

**Joey:** She is?

**Rachel:** Remember I had to leave the room the other day when you had that roast chicken?

**Joey:** Yeah. But I thought that was because I put the whole thing on my hand and made it walk across the table.

**Monica:** Anyway, it just doesn't seem worth it to make a whole turkey for just three people. Okay? It's a lot of work.

**Joey:** But you gotta have turkey on Thanksgiving! I mean, Thanksgiving with no turkey is like-like Fourth of July with no apple pie! Or Friday with no two pizzas!

**Monica:** All right fine! If it means that much to you! But just—there's gonna be a ton left over.

**Joey:** No there won't! I promise I will finish that turkey!

**Monica:** All right, you're telling me you can eat an entire turkey in just one sitting?

**Joey:** That's right! 'Cause I'm a Tribbiani! (To Rachel) And this is what we do! I mean we may not be great thinkers or world leaders, we don't read a lot or run very fast, but damnit! We can eat!

(Joey enters eating potato chips.)

**Monica:** Hey, what are you doing? You gotta save room, you've got almost an entire turkey to eat.

**Joey:** Let me explain to you how the human body works. I have to warm my stomach first. Eatin' chips is like stretching.

**Monica:** All right.

**Joey:** Don't worry, Tribbianis never get full.

(Monica sets something on the table and removes the cover. It kinda looks like turkey.)

**Joey:** That's it?! Even if nobody helps me I can eat that no problem. At least give me a challenge!

**Monica:** (laughs) This is Chandler's chicken. This is the turkey. (Sets down a huge turkey.)

**Joey:** (quietly) Oh. How-how big is that?

**Monica:** About nineteen pounds.

**Joey:** (To Rachel) It's like me when I was born.

[Time Lapse, dinner has ended for everyone except Joey who looks like to have finished the turkey, until he turns the plate around and reveals he only ate one side.]

**Joey:** You are my Everest.

**Monica:** Joey, you don't have to finish that.

**Joey:** Oh yes I do. Otherwise what's next? Today I'm just a guy who can't finish a turkey, but tomorrow I'm the guy who eats half a *Powerbar*, wraps up the rest, and puts in the fridge? No! No, I just...I just—I gotta change my pants. (Gets up and heads for the door.) Jeans have no give. (Exits.)

**Rachel:** (entering carrying a book) Okay! Okay! Listen to what Sean McMahon wrote in my yearbook senior year, "Dear Rach, you're such a good person." Not girl! Person!

**Ross:** Rach, I think you're reading a little too much into it.

**Joey:** (entering, wearing the maternity pants) All right where's that turkey!

**Phoebe:** Joey! Those are my maternity pants!

**Joey:** Not now! These are my Thanksgiving pants!

[Scene: Monica and Chandler's, Will has left and the rest of the gang is watching Joey finish the turkey.]

**Joey:** Well that's it. I'm done. Whew! (Wipes his forehead.) There come the meat sweats. (Chandler hands him a towel and he wipes his face.)

**Monica:** Well Joey, we're all...we're all very proud of you.

**Chandler:** Yes, I believe we can expect a call from the President any moment now.

**Phoebe:** Is there anything we can do for you?

**Joey:** No just, nobody press on my stomach.

**Rachel:** You can keep those pants by the way.

(Joey notices Monica has gotten a pie.)

**Joey:** Whoa—hey—wh-wh-what do you got there? What is that? Pie?

**Monica:** Yeah, you want some?

**Joey:** Ah, just cut me a little sliver. (Monica prepares to cut a little sliver.) A little bigger. (Monica prepares to cut a bigger piece.) Little bigger. (Monica moves the knife again.) What?! Are you afraid you're gonna run out?! Cut me a real piece!